

# Review Session 3

Period 3: 1815-1914

The AP DBQ Essay

4 major time periods

1. 1450-1648

2. 1648 - 1815

3. 1815 - 1914

4. 1914 - present

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### PERIOD 3: c. 1815 to c. 1914

**Key Concept 3.1.** The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry.

**Key Concept 3.2.** The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.

**Key Concept 3.3.** The problems of industrialization provoked a range of ideological, governmental, and collective responses.

**Key Concept 3.4.** European states struggled to maintain international stability in an age of nationalism and revolutions.

**Key Concept 3.5.** A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers.

**Key Concept 3.6.** European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other.

### THEME 3: Objective Knowledge and Subjective Visions

#### Overarching Questions:

- \* What roles have traditional sources of authority (church and classical antiquity) played in the creation and transmission of knowledge?
- \* How and why did Europeans come to rely on the scientific method and reason in place of traditional authorities?
- \* How and why did Europeans come to value subjective interpretations of reality?



1815-1914		
Political	Social	Economic

In your response you should do the following.

- **1 Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **1 Argument Development:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
- **1 Use of the Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.
- **1 Sourcing the Documents:** Explain the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.
- **1 Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- **1 Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **1 Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
  - A development in a different historical period, situation, era, or geographical area.
  - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
  - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).

# DBQ from Practice Exam

Analyze how European views of non-European peoples and cultures reflected the intellectual changes of the period from the 1760s to the 1910s.

## A. THESIS and ARGUMENT DEVELOPMENT (2 POINTS)

### **Targeted Skill: Argumentation**

- 1 point** Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

### Scoring Note:

- *Neither the introduction nor the conclusion is necessarily limited to a single paragraph.*

- 1 point** Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
- 0 points** Neither presents a thesis that makes a historically defensible claim and responds to all parts of the question nor develops and supports a cohesive argument that recognizes and accounts for historical complexity.

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Responses earn one point by presenting a thesis that makes a historically defensible claim that responds to all parts of the question (1 point).

While the thesis does not need to be a single sentence, it does need to be discrete, meaning it cannot be pieced together from across multiple places within the essay. It can be located in either the introduction or the conclusion, but not split between the two.

Acceptable thesis statements create an argument that responds to both tasks:

- identifying at least one relevant European view of non-European peoples, and
- identifying at least one example of intellectual change for the period from the 1760s to the 1910s; for example, views of European superiority, tolerance of other cultures, Romanticism, Social Darwinism, or imperialism.

#### **Examples of acceptable thesis: (1 pt)**

- “They didn’t possess the same sense of racial or ethnic supremacy that they felt when pursuing imperial policies in the East and in Africa. Over this time period, poorer treatment of foreign people, a sense of racial superiority, and strong prejudices drawing from nationalism marked the changing attitudes of Europeans to native, colonized people in other continents.”
- “Through the desire to expand and control non-European nations, the intellectual ideas of non-Europeans changed from an acceptance of the separate race to a profound and staunch belief and thought that European superiority was in fact real.”
- “Essentially, the view of many Europeans of their own “superiority” mirrored the progression of nationalism and imperialism, leading to strengthened opinions of disdain and inferiority toward non-European cultures.”

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### Examples of unacceptable thesis:

- These examples identify European views of non-European peoples but do not identify an intellectual change:
  - “The European view toward non-European countries changed from a respect toward the natives to a degrading of them, and finally to influencing them of their own values, demonstrating Europe’s intellectual changes.”
  - “Throughout the 1760s to the 1910s, intellectual changes were a reflection on the Europeans’ views on the abolition of slavery, superiority, and temptation for equality on non-European peoples
- This example identifies several intellectual changes in the period, but does not identify any European views of non-European peoples.
  - “The major aspects noted through these European individuals are the problems with slavery, racism, imperialism, and a need for nationalism in countries.”

### b) Argument Development (1 pt)

To earn this point, responses must move beyond a single sentence or a listing of facts in support of the thesis or argument; they must explain the relationship of historical evidence to a complex and cohesive thesis or argument and do so throughout the essay. Evidence can be related to the argument in ways such as contradiction (e.g., using evidence to address a possible counterargument to the main argument in the essay), corroboration (e.g., combining multiple pieces of evidence to support a single argument), or qualification (e.g., use of evidence to present an argument that is subsequently made more complex by noting exceptions).

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### Examples of acceptable argument development:

- Response demonstrates several important connections between changes in views of non-Europeans and intellectual changes, but qualifies the argument by successfully demonstrating an instance or instances where the changing nature of colonialism actually affected European intellectual views, thereby suggesting that the causal flow is not always in one direction.
- Response argues successfully that European views of other peoples in the period were characterized mostly by changes stemming from intellectual shifts, but contradicts or qualifies that narrative by noting the persistence of certain motifs in European perceptions of others, e.g., the continued influence of the idea of the “Noble Savage”.

## B. Document Analysis

### a) Document Content(1 pt)

Responses earn ~~one point~~ by utilizing the content of ~~at least six of the documents~~ to support the stated thesis or a relevant argument (1 point). Responses cannot earn a point by merely quoting or paraphrasing the documents with no connection to a thesis or argument. (*See the document summaries below for descriptions of document content.*)

### Examples of acceptable utilization of content of a document to support the argument:

- Use of content in Document 4: “Then in the late 19th century the French are thinking of imperialism and the ‘White Man’s Burden.’ No longer slaves but instead, just inferior, needing the mother country of France to show them the way.”



# Document Analysis of 4 docs

Point of View

Context

Audience

Purpose

(1 pt)

## b) Significance of Point of View, Purpose, Context, and/or Audience (1 pt)

Responses also earn one point by explaining the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents (1 point). (See the document summaries section below for description of point of view, purpose, historical context, and audience for each document.)

Example of acceptable explanation of the significance of the author's point of view:

- For Document 7: "As British consul general in Egypt, the Earl of Cromer would have had direct interaction with Egyptians during his time as effective ruler of the country that would have reinforced his sense that British supervision was required."

Example of unacceptable explanation of the significance of the author's point of view:

- Implausible assertion for the point of view for Document 6: "As a physician, his words are probably twisted by readers as coming from a man from great intelligence."



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Examples of acceptable explanation of the significance of the ~~historical context~~ of a document:

- Context for Document 2: “Document 2 . . . shows the lingering and escalating sense of European dominance. During this period, Europeans viewed foreign cultures as insignificant and saw native people as economic assets rather than human lives.”

Examples of acceptable explanation of the significance of the ~~historical context~~ of a document:

- Context for Document 4: “During this time, the industrial revolutions took place in Europe, which meant that its nations were the most technologically advanced in the world, further inflating the European sense of racial superiority. Terms such as the ‘White Man’s Burden’ describe how the Europeans felt that, as an industrialized society, it was their duty to enlighten other peoples and help them reach the same (or similar) levels of development. Document 4, written by the French Prime Minister, states that it is the duty of Europeans to civilize ‘inferior races.’”
- Context for document 4: “Exemplified by Ferry’s 1885 speech, the ‘White Man’s Burden’ stated that it was the role of whites to ‘civilize’ non-White people around the globe — to bring their societies closer in line with European ideals and advancements. The idea of the ‘White Man’s Burden’ led to justification for brutal and oppressive European imperialism.”

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### Examples of acceptable explanation of the significance of the ~~audience~~:

- For Document 3: "Similarly, the novel *Atala*, whose intended audience was the European public, romanticized the cultures of non-Europeans."
- For Document 4: "Because Ferry was speaking before a French audience, his assertions of French national superiority were likely based on his desire to win favor with the voting public and maintain his position."

### Examples of ~~unacceptable explanation~~ of the significance of the ~~audience~~:

- Inaccurate explanation of audience for Document 4 as the information in the response is given in the source attribution: "Because this was a speech to the Chamber of Deputies it reflects his true ideas."

### Example of acceptable explanation of the significance of the author's ~~purpose~~:

- For Document 7: "Ferry's purpose in speaking about French national superiority was likely based on his desire to win favor with the voting public and maintain his position."

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### **C. Using Evidence Beyond the Documents (2 points)**

#### **a) Contextualization**

Responses earn a point for contextualization by explaining the broader historical events, developments, or processes immediately relevant to the question (1 point). To earn the point, the essay must situate the thesis, argument, or parts of the argument by accurately and explicitly connecting European views of non-European peoples and cultures to larger global historical processes.

#### **b) Evidence Beyond the Documents**

Responses earn a separate point for providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument (1 point).

### **Examples of acceptable contextualization:**

- “In Europe from the 1760s to the 1910s, the world became more globalized. Improvements to sea navigation as well as an increased interest in exploration led many Europeans to travel outside of Europe in search of foreign lands.”

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**Examples of providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument:**

- “As European countries began to desire territorial expansion and with that, economic expansion, an intellectual stigma deemed the ‘White Man’s Burden’ by Rudyard Kipling, and the theory of Social Darwinism became prevalent.”
- “The word ‘competition’ evokes Darwin’s idea of survival of the fittest — that the strongest and fittest matters in reproducing and was a scientific justification of imperialism.”
- “As a member of the British Consul, Baring would recommend a permanent English presence because it is in the best interest of England economically. The British economy benefitted greatly from having control of the Suez Canal in Egypt.”

#### **D. Synthesis (1 point)**

Responses earn a point for synthesis by extending their argument in one of three possible ways (1 point).

- a) Responses can extend their argument by appropriately connecting European views of non-European peoples and cultures reflected the intellectual changes of the period from the 1760s to the 1910s to other historical periods, situations, eras or geographical areas. (Synthesis proficiency C4). These connections must consist of more than just a phrase or reference.

**Examples of acceptable synthesis by appropriately connecting the argument to a development in a different historical period, situation, era, or geographic area:**

- A response that effectively compares and/or contrasts European colonialism during the fifteenth and sixteenth centuries with the “new imperialism” of the nineteenth and twentieth centuries successfully earn synthesis for extending the argument.
- A response that discusses the idea of the White Man’s Burden as a justification for American intervention in the Philippines and the initiation of the Spanish-American War earns synthesis for extending the argument.
- This response opens the essay by connecting the time period of the question — 1760s to the 1910s — to fifteenth and sixteenth century European exploration and, in the conclusion, hints at later 20th century anti-imperialist movements.

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- b) Responses can extend their argument by appropriately connecting European views of non-European peoples and cultures reflected the intellectual changes of the period from the 1760s to the 1910s to course themes and/or approaches to history that are not the main focus of the (Synthesis proficiency C5). These connections must consist of more than just a phrase or reference.

**Examples of acceptable synthesis by connecting the argument to different course themes and/or approaches to history that are not the main focus of the question:**

- A possible example might be an essay that discussed the painting by Gauguin in terms of gender history.
- A possible example might be an essay that analyzes the differential economic impacts of European imperialism.

- c) Responses can extend their argument by using insights from a different discipline or field of inquiry to explain how European views of non-European peoples and cultures reflected the intellectual changes of the period from the 1760s to the 1910s. (Synthesis proficiency C6). These connections must consist of more than just a phrase or reference.

**Examples of acceptable synthesis by using insights from a different discipline or field of inquiry to extend the argument:**

- A possible example might be employing art historical analysis in the discussion of the Wedgewood medallion (Document 2) or the Gauguin painting (Document 5).
- A possible example might be employing literary analysis in the discussion of Chateaubriand (Document 3).
- A possible example might be using an understanding of psychology to further the discussion of the eyewitness account of the British punitive expedition against rebellious Native American groups (Document 1), the painting by Gauguin of two Polynesian women and a European man (Document 5), or the Earl of Cromer's memoir of his time as consul general in Egypt (Document 7).

# Document 1

## **Examples of author's point of view:**

- As a soldier who was recently engaged in warfare against the Indians, the author's favorable description of the Indians' behavior might carry more weight since he might ordinarily be expected to be hostile to them.
- As an eyewitness to the events that he describes, the author might be considered a more reliable source than someone getting this information secondhand.

## **Example of author's purpose:**

- The author is trying to sway his audience so he may be exaggerating some of the features of the scene for dramatic effect.

## **Examples of historical context:**

- The idea of the "Noble Savage" was an increasingly important idea in Enlightenment culture and may have influenced the soldier's account, making him more likely to see the Indians in a positive light.
- The author's stress on the extreme emotions shown by the Indians may be influenced by early Romantic ideas about the value of sentiment and emotion as a source of truth.
- By this point in the history of colonial North America, the British generally have the upper hand in wars against the Indians, so it may be easier for a British soldier to see Indians in a positive way.

## **Examples of audience:**

- The author is addressing his account to fellow Europeans who may know little about Indians, so the author may be attempting to overcome certain prejudices about Indians.
- The soldier is not addressing the Native Americans (who are unlikely to see or read his account) so he is free to portray them however he wished, without fear of being contradicted.



## Document 2

Source: Josiah Wedgwood, early British industrialist, *Am I Not a Man and a Brother?*, ceramic medallion created for the Society for Effecting the Abolition of the Slave Trade, 1787.



### Example of author's point of view:

- As an industrialist, Wedgwood was likely to support wage labor rather than slave labor.
- As an Englishman, Wedgwood was likely influenced by English traditions regarding the value of individual liberty.

### Example of author's purpose:

- The medallion was intended to inspire anti-slavery sentiment, so it portrays slavery in stark moral terms.

### Examples of historical context:

- The message of the medallion is influenced by Christian ideas of the brotherhood of all people, regardless of race.
- The medallion was produced during a period of evangelical Christian revival in Britain and North America.
- The message of the medallion may be influenced by Enlightenment ideas about universal human rights.
- The growth of industrialization and the factory system in England made slavery and other forms of coerced labor seem less economically rational.

### Example of audience:

- The medallion may have been intended to be worn mostly by people who already belong to the Society, so it is conveying the anti-slavery message in the strongest possible terms.

## Document 3

### Example of author's point of view:

- Chateaubriand may not have much first-hand knowledge of Indians, so his account may be more a projection of certain ideas than a realistic portrayal of interactions between Europeans and indigenous people.

### Example of author's purpose:

- Chateaubriand wrote his novel to entertain Europeans, so it would be likely to show colonizers in a positive rather than negative light.

### Examples of historical context:

- The idea of the "Noble Savage" was an increasingly important idea in Enlightenment culture and probably influenced Chateaubriand's portrayal of the Indian.
- The Romantic movement's emphasis on sentiment and on emotions probably influenced Chateaubriand.

### Example of audience:

- The novel is aimed at a European audience, so Chateaubriand may be employing certain stereotypes about Indians that his audience expects to see.



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# Document 4

### Examples of author's point of view:

- As a government leader of France, Ferry is likely trying to portray his country's actions in the best possible light.
- Because he was Prime Minister of France, Ferry wanted to demonstrate the strength of French imperialism as a means of enhancing his own political power and prestige.

### Example of author's purpose:

- Since Ferry is probably trying to convince some people of the desirability of further colonial expansion, he may be exaggerating some of the benefits and minimizing the drawbacks of having an empire.

### Examples of historical context:

- Ferry is probably influenced by ideas of Social Darwinism, which held that some races were superior to others and therefore "deserved" to rule them.
- Ferry was likely influenced by ideas of nationalism and national competition and portrays colonialism as an extension of European rivalries.
- Ferry is speaking at a time when the exploration and colonization of the interior of Africa is intensifying ("the scramble for Africa") and this accounts for his sense of urgency.
- Ferry is speaking at a time when European industrial production was beginning to create a surplus of consumer goods and a need for access to more markets in which to sell them.

### Example of audience:

- Since Ferry is speaking to an audience of lawmakers in a public forum, he may be more inclined to portray colonialism as a moral mission rather than merely a source of economic gain.

# Doc. 5

Source: Paul Gauguin, *Barbaric Tides*, painting showing two Polynesian and a European man, painted during Gauguin's residence in Tahiti, 1891



Photo Credit: The Art Institute of Chicago, NY

### Examples of author's point of view:

- As an artist Gauguin is using his subjects to express his admiration of Polynesians rather than creating a realistic portrayal.
- As someone who chose to leave Europe and travel to Polynesia, Gauguin may have been more likely to see Europe and Europeans in a negative light.

### Example of author's purpose:

- Gauguin is portraying an idealized vision of Polynesians as pure, innocent and beautiful, so he exaggerates the ugliness of the European man to make his point more strongly.

### Examples of historical context:

- At the time that Gauguin is painting, some Europeans had begun to question the ideas of European superiority and criticize colonialism.
- Gauguin's painting was composed at a time when steamships and railroads were beginning to allow more Europeans to travel overseas; this is creating a greater demand for images of exotic places.

### Example of audience:

- Gauguin is painting for Europeans who have mostly not been to Polynesia, so he is free to use the setting to express his feelings.

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### Doc. 6

#### Example of author's point of view:

- As a physician, Schallmayer is trying to impose a scientific viewpoint on his assessment of Europe's interactions with the rest of the world.

#### Example of author's purpose:

- Schallmayer is trying to make sense of 500 years of complex history in a short treatise, so he tends to simplify his explanation to single idea — European superiority.

#### Examples of historical context:

- Schallmayer is writing at a time when new technological breakthroughs in Europe were increasing the European sense of superiority over other peoples.
- Schallmayer's confident tone may be the result of writing at a time when the unified German Empire is rapidly increasing its political and economic power.
- The increasing competition between European states in the late nineteenth century may have led Schallmayer to project this sense of competition onto the world as a whole.
- Schallmayer is clearly influenced by Social Darwinist idea about the struggle for survival among "more fit" and "less fit" nations.

#### Example of audience:

- Schallmayer is writing for other Europeans so he is more likely to portray them as superior to non-Europeans.

### Doc. 7

#### Examples of author's point of view:

- As a colonial ruler, Cromer is inclined to justify European control over other areas of the world.
- As a member of the British government at a time when Britain ruled the largest colonial empire in the world, Cromer is prone to champion the idea that colonialism is right.

#### Examples of author's purpose:

- As a memoir published while Britain continues to have effective control over Egypt, Cromer's book is most likely intended to support continued British rule.
- As a personal memoir, Cromer may have tried to portray his actions in Egypt in a way that reflects positively on his historical legacy by justifying British rule.

#### Examples of historical context:

- Cromer is writing at a time when Europe continued to have superior technology and more effective institutions than many other areas of the world so he assumes that this is the natural order of things.
- Cromer is likely influenced by Social Darwinist notions, as demonstrated by his references to "superior" and "inferior" races.

#### Example of audience:

- Since this book is probably aimed primarily at a British audience at the height of British imperialism, it naturally supports the idea that colonial rule is morally and culturally justified.

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